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ABSTRACT

A survey was conducted of 484 Alaska teachers who hold an endorsement in special education, to determine their movement patterns, incentives to continue teaching, deterrents to teaching in special education, and future career plans. Findings included: (1) the mean average number of years of teaching in special education was 10; (2) the majority of teachers possessed master's degrees; (3) 20 percent of teachers who hold endorsements in special education elect not to teach special education; (4) respondents usually had taught in another state previously; (5) annual movement of teachers from one district to another was 3 percent; (6) the top five incentives for teaching special education were a supportive building principal, a cap on case load, a cap on class size, providing planning time, and providing release time for testing; (7) frequently mentioned deterrents to teaching special education were too much paperwork, too many students on caseload, demands of special education meetings, and job stress/mental health; and (8) approximately 62 percent of teachers planned to continue to teach in special education in Alaska during the next 3 years. The study concludes that the combination of many deterrents and few incentives suggests that teachers are not satisfied with the teaching environment in many schools. A copy of the survey form is attached. (JDD)

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Alaska CSPD Teacher Survey Report

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May 1993

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EC 302107

During 1992, the Alaska Comprehensive System of Personnel Development (CSPD) Committee discussed personnel needs in Alaska in preparation for developing a new State Plan for the next federal review period. Committee members reviewed studies on recruitment and retention conducted in other states in an effort to determine what data was needed. Based on this information Committee members agreed to the following course of action.

1. To conduct a survey of teachers who held an endorsement in special education to determine their (a) movement patterns, (b) incentives to continue teaching, (c) deterrents to teaching in special education, and (d) future career plans.

2. To conduct a survey of all school districts to determine their recruitment and retention problems.

3. To develop a resource manual to assist school districts in recruiting and retaining special education teachers.

This report addresses item number one above - the survey of teachers who held an endorsement in special education.

Design of Study

As stated above, this study was designed to gather data about teachers who held an endorsement in special education. The study was co-sponsored by three groups: the Alaska CSPD, the Alaska Department of Education Office of Special and Supplemental Services, and the NEA-Alaska.

Sample Population

The sample population consisted of all teachers in Alaska who possessed an endorsement in special education. The master list of 1500 teachers was generated by a data bank developed and maintained by the Alaska Department of Education (DOE). Several computer runs were made using different identification code numbers; each endorsement are has a different identification code which necessitated several runs. Surveys were mailed to 1500 teachers; 300 surveys were returned and identified as "moved out of state." This reduced the sample population to 1200; 437 teachers responded initially for a response rate of 36%.

The responses from each district were grouped into one of six school district categories based on district characteristics. The category names identify a major characteristic of the category. Table 1 lists all categories and districts within each category. These categories are the basis for the analyses of teacher movement patterns within the State.

A follow-up validity check was conducted with a sample of 80 stratified randomly drawn teachers from the total population of 763 non-responders. The selected group was stratified to represent the same percents of district categories as the initial responders. Each non-responder was sent a follow-up questionnaire and was called at their respective school. Fifty-eight (72.5 percent) of the sample had moved and were no longer in their districts listed in the DOE endorsement data base. Additional teacher names were randomly drawn during a two week period of time in order to increase the size of the sample. A total of 37 responses was obtained via telephone interviews and facsimiles.

Table I

Districts by Categories

Large Districts	Road Districts	Service Agencies
Anchorage	Copper River	SERRC
Fairbanks	Delta Greeley	Infant LP
Juneau	Haines	DOE
Kenai	Nenana	
Matsu	Railbelt	Small Rural Districts
	Tanana	Alaska Gateway
Rural Hubs		Aleutian Region
Dillingham	Non Road Districts	Aleutians East Borough
Lower Kuskokwim	Adak	Annette Island
Lower Yukon	Craig	Bering Strait
Nome	Cordova	Bristol Bay
NW Arctic	Ketchikan Gateway	Chatham
North Slope	Kodiak	Chugach
	Mt. Edgecumb	Galena
	Petersburg	Hoonah
	Sitka	Hydaburg
	Valdez	Iditarod Area
	Wrangel	Kake
	Yakutat	Kashunamiut
		Klawock
		Kuspuk
		Lake and Peninsula
		Lower Yukon
		Pelican
		Pribilof
		St. Mary's
		Skagway
		Southeast Island
		Southwest Region
		Unalaska
		Yukon Flats
		Yukon Koyukuk
		Yupiit

Multiple analyzes comparing the responses of the initial responders with the initial non-responders indicated no differences across sampled questions in the survey; therefore, all responses from both groups were pooled.

Survey Instrument

A four page questionnaire containing ten questions was developed by CSPD members. It was reviewed and modified by staff members of the Alaska Department of Education and the Alaska Education Association in order to ensure content validity. Refer to Appendix A for copy of the survey.

Survey Results

A total of 484 teachers from 42 districts/agencies in Alaska responded to the survey. Table 2 lists the districts/agencies where teachers were employed and the number of teachers and percent employed in each district/agency. The largest group of teachers was from the Anchorage School District followed by the Fairbanks School District. The percent of survey responses from school districts approximated the normal distribution by school categories for the State.

Table 2
Number of Teachers and Percents by District

Name of District	Number of Teachers	Percent of Total
Anchorage	149	32.7
Annette Island	1	.2
Bering Strait	10	2.2
Copper River	5	1.1
Cordova	4	.9
Craig	2	.4
Delta Greely	5	1.1
Department of Education	3	.7
Dillingham	4	.9
Fairbanks North Star	57	12.5
Galena	2	.4
Haines	2	.4
Hoonah	2	.4
Iditarod	2	.4
Infant Learning Program	1	.2
Juneau	19	4.2
Kashunamiut	1	.2
Kenai Peninsula	42	9.2
Ketchikan Gateway	24	5.3
Klawock	5	1.1
Kodiak Island	7	1.5
Kuspuk	4	.9
Lower Kuskokwim	13	2.9
Lower Yukon	3	.7
Matanuska-Susitna	30	6.6
Mount Edgecumb	1	.2
Nenana	2	.4
Nome	2	.4
North Slope	6	1.3
Northwest Arctic	6	1.3
Petersburg	4	.9
Railbelt	1	.2
SEERC	3	.7
Sitka	11	2.4
Skagway	1	.2
Southeast Island	4	.9
Southwest Region	2	.4
St. Marys	2	.4
Tanana	2	.4
Unalaska	1	.2
Valdez	4	.9
Wrangell	1	.2
Yukon Flats	1	.2
Yukon Koyukuk	1	.2
Yupiit	2	.4

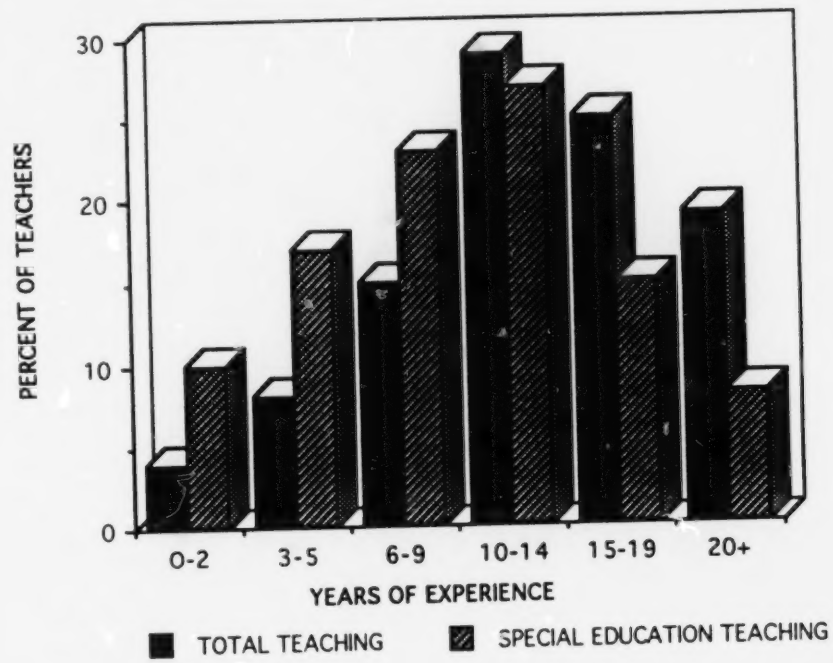
N= 484

Demographic Data

Years of teaching experience. Most of the teachers had at least two years or more of teaching experience; only 12 teachers had fewer than two years of experience. Eighty-eight percent of the teachers had five or more years of teaching experience; the mean number of years of teaching was 14. Nineteen percent of the teachers had been teaching 20 years or more. Much of this teaching experience was in special education. The mean average teaching years in special education was 10. Refer to Figure 1 for demographic data related to years of teaching experience.

Figure 1

Years of Teaching Experience of Teachers



N = 484

Educational degrees. Teachers in Alaska possess excellent teaching credentials. Many teachers (57%) possess a master's degree, while some have the specialist's (7%) and five have doctorates. Thiry-five percent possess only a bachelor's degree. Table 3 lists demographic data related to their educational degrees.

Table 3

Educational Degrees of Alaska Teachers

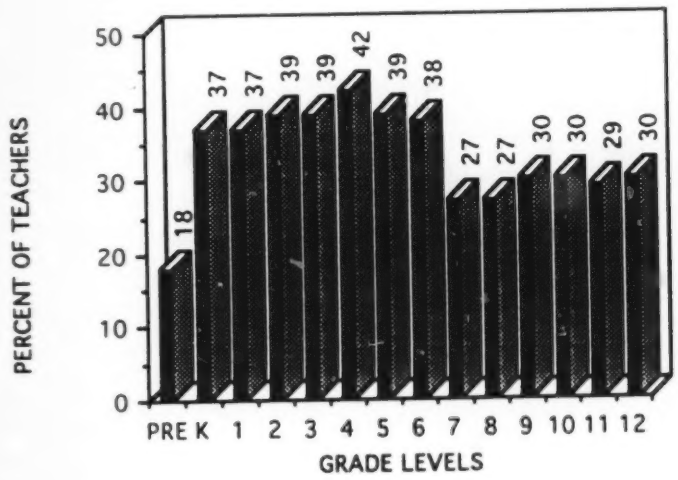
Highest Degree Held	Number of Teachers	Percent of Teachers
Bachelor's	169	35
Master's	275	57
Specialist	32	7
Doctorate	5	1

N = 481

Current Grade Level Assignment. Most special education teachers have teaching responsibilities across several grade levels. In larger districts, teachers work with primary or upper elementary grades, or junior high or high school classes. However, in smaller districts teachers work with all grade levels. The percent of teachers who work with each grade level is illustrated in Figure 2.

Figure 2

Grade Level Assignments of Teachers



N=484

Certificates Held. Special education teachers must possess a Type A credential in Alaska. The credential is usually issued for the elementary or secondary level and the special education endorsement is attached to it. Most special education teachers (81%) possessed the Type A credential. The remaining special education teachers possessed either the Type B or C credential. The Type B credential is granted to administrators who must have previously possessed a Type A credential. The Type C credential is issued to specialists including speech and language pathologists. Typically, they are hired to work in preschool programs; twenty-one Type C teachers were employed in preschool settings. Refer to Table 4 for additional figures.

Table 4

Teaching Certificates Held by Teachers

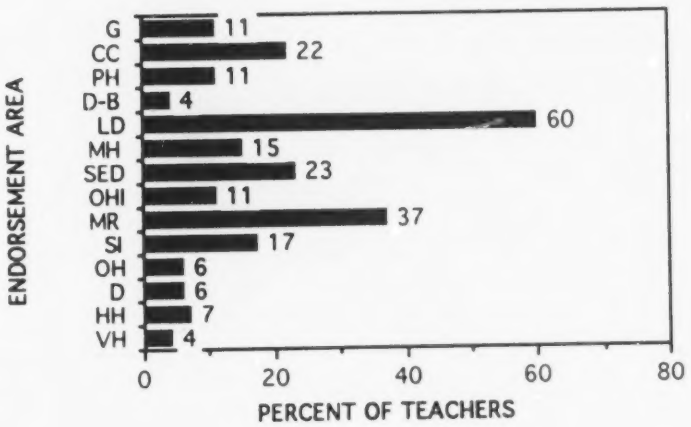
Certificate Type	Number of Teachers	Percent of Teachers
A	362	81
B	39	9
C	40	9
More than one of the above	6	1

N = 446

Current Teaching Responsibilities. A large number of teachers (20%) who hold endorsements in special education elect not to teach special education. A total of 314 teachers (64.8%) were assigned special education responsibilities during the 1992-93 school year. Fourteen percent (N=71) of the sample group failed to indicate their teaching responsibility.

Special Education Endorsement Areas. Most special education teachers hold endorsements in several disability areas. A complete analysis of teachers and their endorsement areas appears in Figure 3. Many teachers (60%) possessed the endorsement for learning disability. Few teachers (4%) possessed the endorsement for visually handicapped and deaf-blind.

Figure 3
Disability Endorsement Areas of Teachers



N=484

VH - Visually Handicapped
HH - Hard of Harding
D - Deaf
OH - Orthopedically Hanidcapped
SI - Speech Impaired
MR - Mentally Retarded
OHI - Other Health Impaired
SED - Seriously Emotionally Disturbed
MH - Multihandicapped
LD - Learning Disability
D-B - Deaf-Blind
PH - Preschool Handicapped
CC - Cross Categorical
G - Gifted

Teachers who are endorsed in Alaska usually taught in another state previously. Generally, more teachers taught in each category in other states than in Alaska. For instance, 98 teachers taught students with visual impairments in other states but only 21 held the endorsement in Alaska. In other states, teachers may have served these disability areas in mainstream or inclusion settings. The data related to endorsements held in Alaska and other states is presented in Table 5. A comprehensive analysis of future teaching plans is presented in a subsequent section entitled Future Career Plans.

Table 5

Endorsements Held by Categories

Category	Number in Alaska	Taught in Another State
Visually Impaired	21	98
Hard of Hearing	35	139
Deaf	29	65
Orthopedically Handicapped	40	31
Speech Impaired	83	181
Mentally Retarded	180	285
Other Health Impaired	52	152
Seriously Emotionally Disturbed	111	213
Multihandicapped	70	181
Learning Disabled	291	316
Deaf-Blind	19	33
Preschool Handicapped	53	126
Cross Categorical	108	140
Gifted	51	127

N= 484

Recruitment States. Most teachers have taught in other states prior to teaching in Alaska. Seven states were frequently mentioned including Arizona, California, Montana, Idaho, Oregon, Texas, and Washington. Some of these states have specialized training programs so teachers are apparently recruited to fill specific positions. A summary analysis of states in which teachers previously taught appears in Table 6 below. At least two or more teachers taught in each state listed.

Table 6

States in Which Teachers Previously Taught

Disability Area	States*
Visually Impaired	Texas , Washington
Hard of Hearing	Washington, Texas, California
Deaf	Washington, California
Orthopedically Handicapped	Texas, Arizona, Washington, Wisconsin
Speech Impaired	Washington, Texas, Oregon, California, Montana, Arizona, Iowa
Mentally retarded	Washington, Texas, Oregon, California, Arizona,
Idaho,	Minnesota, Montana, Michigan
Other Health Impaired	Texas, California, Idaho, Washington, Oregon,
Idaho	
Seriously Emotionally Disturbed	Washington, Oregon, Texas, California, Montana, Michigan
Multihandicapped	Washington, Oregon, Texas, Oklahoma, California
Learning Disability	Texas, Washington, Oregon, Montana, California, Idaho, Oklahoma, Colorado
Deaf-Blind	California, Washington, Texas
Preschool Handicapped	Washington, California, Texas
Cross Categorical	California, Texas, Washington,
Gifted	Michigan, California

* At least two or more teachers previously taught in each state listed

Movement Analysis

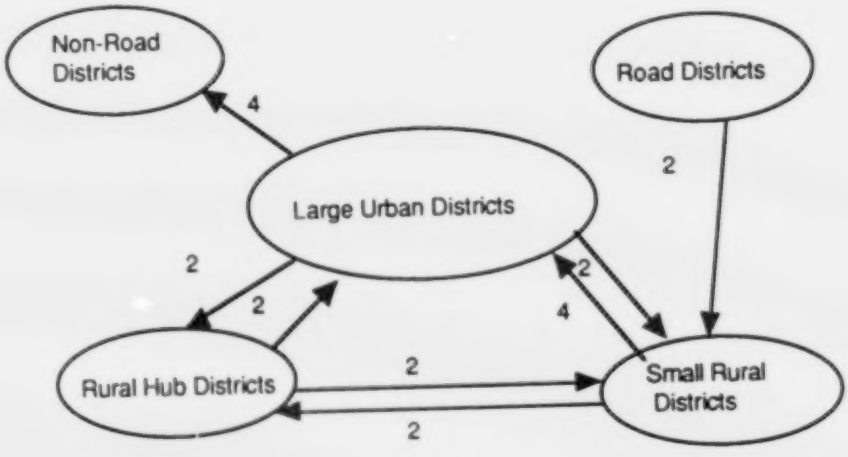
Total Sample Overall Movement. This analysis explored the movement of special education teachers from one district to another district over the five year period of time from 1988 through 1992. A total of 31 teachers out of 265 or 11.6% moved during this period of time; this equates to 3% movement per year. Some teachers moved more than once. No one district attracted more teachers than other districts.

Total Sample Movement Across District Categories. Each district was assigned to one of six categories based on district characteristics. This analysis examined the movement of teachers through these categories. Table 1 contains a list of the districts within each category.

During the past five years, the percent of special education teachers in all categories remained stable. Out of 265 teachers, only 25 teachers moved from one district category to another district category. The moves across categories were balanced, e.g. two teachers moved from large urban districts to rural hubs and two teachers from rural hubs moved to large urban districts. Figure 4 illustrates the movement patterns of special education teachers across district categories.

Figure 4

Movement of Special Education Teachers Across School Categories Between 1988 and 1992



N= 25 Teachers out of 265

Incentives to Continue Teaching

This question posed 30 different potential incentives to continue teaching. Refer to Appendix A for a copy of the questionnaire with all of the incentives. All incentives were analyzed to determine which incentives were preferred by at least 50 percent of all teachers. Table 7 contains the list of incentives.

Table 7

Incentives for Teaching Special Education

Incentive	Percent of Teachers
1. Supportive Principal	88
2. Planning Time	86
3. Cap on Case Load	84
4. Release Time for Testing	80
5. Cap on Class Size	76
6. Principal Supports Education Change	71
7. Sufficient Supplies	67
8. Release Time for Professional Development	64
9. Community Support for Special Education	56
10. Network to Share Ideas	54
11. Community Appreciate of Teachers	51
12. School/District Recognition of Professional Efforts	50
13. Professional Development Available on Site	50
14. Stipends for Endorsement	49
15. Bucks for Summer Workshops	49

Teachers were asked to prioritize their top five incentives. Their selections are listed in Table 8. The incentives noted include a supportive building principal, caps on class size and case loads, and time for planning and testing.

Table 8

Top 5 Incentives for Teaching Special Education

Supportive Building Principal

Cap on Case Load

Cap on Class Size

Provide Planning Time

Provide Release Time for Testing

N=484

Most of the incentives desired by teachers are not currently available. Based on information supplied by teachers the only incentive available to at least 50 percent of the teachers was supportive principals with 52 percent. The second highest incentive was principal supportive of education change with 49 percent. Table 9 summarizes the incentives available to teachers.

Table 9

Currently Available Incentives for Teaching Special Education

Incentive	Percent of Teachers
1. Supportive Principal	51
2. Principal Supportive of Education Change	49

N = 484

Deterrents to Teaching in Special Education

This question posed 19 different deterrents. Refer to Appendix A for a copy of the questionnaire and a list of the deterrents. Deterrents were analyzed to determine which were cited by most teachers. There were four frequently mentioned deterrents including too much paperwork, too many sutdents on caseload, too many meetings, and too much job stress. They are listed in Table 10 along with the percent data for all deterrents.

Table 10

Deterrents to Teaching Special Education

Deterrents	Percent of Teachers
1. Too Much Paperwork	71
2. Too Many Students on Caseload	64
3. Demands of Special Education Meetings	50
4. Job Stress/mental Health	48

N=484

Future Career Plans

Teachers were also queried regarding their future professional goals. Fifteen options were listed and teachers were asked to rank up to three choices. Based on this analysis, approximately sixty-two percent of this sample of teachers (N = 195) plan to continue to teach in the area of special education in Alaska during the next three years. The other teachers are planning a number of changes; the most frequently mentioned goal is to transfer to regular education (12%). This transfer rate is similar to the rate of transfer during the past five years; only 14 percent (N=36 teachers) transfered from special education positions to regular education positions. An additional 10 percent are leaving public school education voluntarily or through retirement. A complete analysis of their future career plans is presented in Table 11.

Table 11

Future Professional Goals for Next Three Years

Goal	Percent of Teachers
Continue Teaching in Sp. Ed. in Same District in Alaska	57
Continue Teaching in Sp. Ed. in New District in Alaska	5
Transfer to Regular Education	12
Transfer to Special Education Administration	3
Retire Early If Available	5
Regular Retirement	1
Leave Education	4

*Each of the other future plans only accounted for .3 to 2 percent each so they are not listed here.

N = 314 Special Education Teachers

A second analysis of future plans explored special education teachers' endorsement areas. The question asked them to check all areas that they would consider teaching in the future. The intent of the question was to determine how many teachers would pursue an additional endorsement area if instate training were available. Only teachers who taught special education during one or more years and who planned to remain in special education during the next three years were included in the analysis. The responses from 264 teachers are presented in Table 12. The largest endorsement area was learning disability followed by mentally retarded, preschool and speech. Unfortunately, this information is not particularly useful for planning purposes because the question was not phrased appropriately. The future question should read "If training were available in Alaska, would you purse an endorsement in any of the following?" With this information, CSPD can identify teachers for endorsement areas where shortages exist and provide them with course work.

Table 12

Future Endorsements Plans by Categories

Category	Teach in Future
Visually Impaired	29
Hard of Hearing	48
Deaf	30
Orthopedically Handicapped	40
Speech Impaired	61
Mentally Retarded	69
Other Health Impaired	50
Seriously Emotionally Disturbed	50
Multihandicapped	54
Learning Disabled	107
Deaf-Blind	19
Preschool Handicapped	62
Cross Categorical	51
Gifted	45

N = 264 Including only special education teachers who plan to continue to teach special education during the next three years

Summary

Special education teachers in Alaska are experienced teachers. They have taught an average of 10 years and most have taught in other states prior to moving to Alaska. Therefore, the collective group of teachers consists of experienced teachers rather than entry level bachelor degree teachers.

During the past five years, only 12 percent of all special education teachers moved; this equates to a three percent annual turnover rate which does not indicate a significant problem. Unfortunately, future teacher plans suggest that only 62 percent of all currently employed special education teachers plan to remain in the classroom over the next three years. According to LaBerge (1992) there are 810 special education teachers in the State. This survey sampled 314 (39%) of them. If the total special education teaching population in the State of Alaska has similar exit goals for the future, more than 307 new special education teachers would be needed within the next three years.

Retention of teachers might be improved if incentives outweigh deterrents. An analysis of deterrents identified too much paperwork, too many students on caseload, too many meetings, and too much job stress. Incentives included a supportive principal, the availability of planning time, a cap on case loads and class sizes, and release time for testing. In reality, however, these incentives are not available to most teachers. The only two that were available to about half of the teachers were a supportive principal and a principal who was supportive of educational change.

The combination of many deterrents and few incentives suggests that teachers are not satisfied with the teaching environment in many schools. An analysis of their goals for the next three years indicates that only sixty-two percent of them plan to remain in special education classrooms. Twelve percent of the teachers plan to continue teaching in Alaska but not in the special education area. Although their loss will impact districts, they will still be serving students with disabilities in mainstream settings. Extrapolation of these findings to the State of Alaska suggest that a large number of new special education teachers will be needed within the next three years.

Recommendations

This study was commissioned by the CSPD in Alaska in an effort to analyze personnel needs across the State. Several assumptions were made regarding the data. The first assumption was that the Department of Education in Juneau could readily identify all teachers who possessed the special education endorsement and secondly, that the Department maintained updated addresses on all teachers. Unfortunately, neither of these assumptions has proved true. Teachers may have been identified, however, not all were contacted. Informal discussions with numerous special education teachers indicate that many failed to receive a survey. Many of these teachers reported new addresses, districts or endorsements within the past 18 months. The conclusion drawn is that these changes require more than 18 months for processing; apparently adequate personnel are not available to input changes. Hopefully, future funding will permit more timely updating of records which would be useful for individual teachers, school districts, and future CSPD planning and reporting to the U.S. Department of Education.

The follow-up survey of all school districts should be conducted as soon as possible. The survey should collect data that has not yet been attainable through the

Department of Education computer including the total number of special education teachers by endorsement areas, the number of teachers who hold special education waivers, the number of positions being filled by long-term substitute teachers, etc. Additional questions should focus on district deterrents as well as district incentives.

A follow-up survey of special education teachers who plan to continue to teach special education would also be valuable. Actually, the survey could be expanded to unemployed regular education teachers who might be interested in training opportunities. This survey needs to determine how many teachers are interested in pursuing training opportunities in endorsement areas where teacher shortages currently exist as well as future shortages.

In addition, individual school districts should be encouraged to conduct a self-study of their teaching environments and their personnel goals. This may be critical for districts that experience high teacher turnover on a yearly basis. Teacher incentives, deterrents, and future goals should be explored to determine if changes may be needed. Data related to all teachers' goals for the next three years is critical for the planning process. This survey only sampled thirty-nine percent of all teachers so it is imperative to gather additional data directly from other teachers in order to more appropriately plan for the future. Failure to examine these issues during the next several years, may result in unexpected, exceedingly high teacher turnover along with an insufficient supply of special education teachers in Alaska.

References

LaBerge, M. (1992) 1992 Statewide Educator Supply & Demand Report State of Alaska. Fairbanks, Alaska: Alaska Teacher Placement University of Alaska Fairbanks.

Appendix A
ALASKA SPECIAL EDUCATION TEACHER SURVEY

1. List Alaskan school district names and indicate your teaching responsibilities below:

	Alaska District	Circle All That Apply
1992-93	_____	General Ed. Sp. Ed.
1991-92	_____	General Ed. Sp.Ed.
1990-91	_____	General Ed. Sp.Ed.
1989-90	_____	General Ed. Sp.Ed.
1988-89	_____	General Ed. Sp.Ed.

2. What is your current grade level assignment (Circle all that apply).
   Preschool K 1 2 3 4 5 6 7 8 9 10 11 12

3. For each of the following exceptionalities, please check (X) those in which you (a) hold Alaska endorsement, (b) have taught - list state if other than Alaska, and (c) would consider teaching in the future.

	(A) Alaska Endorsement	(B) Have taught List state(s)	(C) Teach in Future
Visually impaired			
Hard of hearing			
Deaf			
Orthopedically handicapped			
Speech impaired			
Mentally retarded			
Other health impaired			
Seriously emotionally			
Multihandicapped			
Learning disability			
Deaf-blind			
Gifted-talented			
Preschool handicapped			
Cross categorical			

4. How many years of teaching experience do you have? _____

5. How many years of teaching experience do you have in special education? _____

6. What is your highest education level?
   _____Bachelor's
   _____Master's
   _____Specialist
   _____Doctorate

7. Gender: Female_____ Male_____

8. Please indicate the extent to which each of the following represent incentives to teaching special education for you personally. Please rate by circling one response for each item below and check if the incentive is available to you:

	(1) Not Important	(2) Potential Incentive	(3) Definite Incentive	Incentive Available
1. Supportive building principal	1	2	3	
2. Principal supports educational change	1	2	3	
3. Sufficient supplies and materials	1	2	3	
4. Mental health/stress reduction options	1	2	3	
5. Job rotation options (special education to regular education	1	2	3	
6. Day care available for your children	1	2	3	
7. Job sharing, half-time position option	1	2	3	
8. Professional development opportunities onsite	1	2	3	
9. Advanced degree opportunities on site	1	2	3	
10. Release time for professional development	1	2	3	
11. Stipends for pursuing additional endorsements	1	2	3	
12. Financial support for attending summer workshops	1	2	3	
13. Access to professional literature	1	2	3	
14. Mini grants for special classroom projects	1	2	3	
15. Career ladder to supervisory role	1	2	3	
16. Collaboration with university faculty	1	2	3	
17. Adjunct professor opportunities	1	2	3	
18. Teacher assistance teams within district	1	2	3	
19. Teacher exchange options with other districts	1	2	3	
20. Special education teacher network to share ideas	1	2	3	
21. Access to library of videotapes for professional development	1	2	3	
22. Community support and eagerness to welcome teachers	1	2	3	
23. Mentoring or partnerships available to new teachers in districts	1	2	3	
24. School/district recognition of professional efforts	1	2	3	
25. Sharing educational programs with community via media	1	2	3	
26. Teacher appreciation is a community value	1	2	3	
27. School is the center of the community	1	2	3	

9. Please indicate the extent to which each of the following represent a deterrent to teaching in special education for you personally. Please rate by circling one response choice for each of the items below.

	(1) No Deterrent	(2) Potential Deterrent	(3) Definite Deterrent
1. Demands of working with special education population	1	2	3
2. Legal issues/liability	1	2	3
3. Lack of cooperation regarding integration from classroom teachers	1	2	3
4. Lack of support/cooperation from central office administrators	1	2	3
5. Lack of transfer opportunities	1	2	3
6. Lack of support/cooperation from building principals	1	2	3
7. Too many students on caseload	1	2	3
8. Too much diversity in student needs	1	2	3
9. Disruptive/difficult students	1	2	3
10. Too much paperwork	1	2	3
11. Lack of interaction with other professionals/isolation	1	2	3
12. Problems with parents	1	2	3
13. Inadequate teaching materials and resources	1	2	3
14. Inadequate training to teach assigned students	1	2	3

10. Think about your professional goals for the next three years. Which of the following reflect your plans? (Rank up to three with 1 representing your highest priority goal.)

____Continue teaching in special education in this district
____Continue teaching in special education in another Alaska district
____Continue teaching in special education out of state
____Transfer to a related service position in this district
____Transfer to a related service position in another Alaska district
____Transfer to a related service position out of state
____Transfer to special education administration in this district
____Transfer to special education administration in another Alaska district
____Transfer to special education administration out of state
____Transfer to regular education
____Transfer to regular education administration
____Transfer to higher education
____Leave education for a different career
____Retire with TRS benefits
____Retire early with next state buyout